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## RESOLUTIONS BY THE UNIVERSITY FACULTY

Lieutenant Joseph Henry Johnston, born near Chapel Hill, N. C., July 25, 1889.

Killed in action, in the Argonne sector, October 15, 1918, while under orders leading his patrol in enemy territory in question of information.

A. B. University of North Carolina, 1910.

A. M. University of North Carolina, 1914.

Ph. D. University of Illinois, 1916.

Assistant Professor of School Administration in the School of Education of the University of North Carolina, 1916-1918.

A gentleman by nature, a teacher by profession, an empirical student of educational questions, he was successfully entering upon a lifetime of service in the educational development of the State, when he left all to volunteer in the United States Army in defense of human liberty.

*Resolved that,*

In his death the University of North Carolina suffers the loss of a genial co-laborer, an effective student of educational problems, and a teacher of vision and power.

M. C. S. NOBLE,

L. A. WILLIAMS,

W. W. RANKIN,

Committee.

December 3, 1918.

## LETTER TO MRS. CHARLES HUGHES JOHNSTON FROM A FRIEND IN NEBRASKA

DEAR MRS. JOHNSTON:

We were terribly shocked and grieved to see in yesterday's list of those killed in action the name of Joseph Henry Johnston. In these terrible times we have almost reached the point of insensibility to suffering and sorrow and loss of precious life, but we are always utterly unprepared to hear that one so fine and good has been taken.

Next to his brother and mine, Henry Johnston was one of the very finest and most capable men I have ever known. His death is an irreparable loss to faculty, to education and to his friends. I had hoped that he might be spared to carry forward in education the spirit and ideals of your husband.

We know what a crushing blow this is to you. Would there was one word of comfort we could utter. We can only tell you that you have our deepest sympathy. Our hearts go out to you.

As for Henry Johnston we know he was glad to die for his country and her glorious ideals of liberty and law. America's glory is in such as he.

We know now, after a year and a half of war, more fully the price of our free institutions.

It is difficult for me to restrain my hate for a nation that has caused so much suffering in the world and destroyed so much that was beautiful.

Lellia did not know Henry Johnston personally but knew him through me. We have thought of you continuously since we heard of his death. Again I can only say that we suffer with you and for you.

Sincerely,

(Signed) JESSE H. NEWLIN.

Lincoln, Nebraska, November 16, 1918.

## IN MEMORIAM

EDITOR ILLINI: To the list of University men who have died for their country was added a few weeks ago the name of Dr. Joseph Henry Johnston. A Bachelor of Arts of the Uni-

versity of North Carolina, Dr. Johnston entered our Graduate School as a candidate for the doctor's degree in Education. After having successfully completed his course, he was appointed to a professorship in his Alma Mater, where he began a career that was full of usefulness and bright with promise.

Then came the war. Without hesitation Johnston entered an officers' reserve camp and in due course won his commission. Last spring he went to England; in short order he was transferred to France; and this fall he was killed in action during the hard fighting in the Argonne. The circle of his years was small but the line was drawn firm and true.

If Johnston had been an American exception, I think I could be less thankful for his life and less proud of his death. But the test which our young manhood has stood during the last year proves him to have been the rule. A Southern boy, accustomed to the social ways of the South, he might have been hailed as brother by any good son of New England or of the West; for he was of indubitable American breed in his honest persuasions, his simple convictions, and his unassuming idealism. Behind his gentle and considerate manners lay the sense of duty and the iron will upon which our American institutions and our American traditions are founded. He was a fit man to take passage on the returning Mayflower—to borrow a happy thought from Gilbert Murray—and to serve as a comrade in arms with the countrymen of Lafayette. Now he rests in the soil of France. And we, insofar as we are true Americans, are the fortunate heirs and the responsible trustees of the laurels that he and such as he have won.—H. S. V. JONES.

## AN APPRECIATION

Lieutenant Joseph Henry Johnston, A. B. 1910, A. M. 1914, Ph. D. (University of Illinois) 1916, who was killed in action in the Argonne on October 15th, 1918, was born in Orange County, July 25th, 1889. He was the son of C. W., and Agnes Hughes Johnston, one of nine children. He came to the University as Assistant Professor of School Administration in September, 1916, and was given a leave of absence at his request in the spring of 1917 that he might offer his services to his country as a volunteer.

He entered the Oglethorpe first Officers' Training Camp (from which he graduated) in May, 1917, and was commissioned as First Lieutenant on August 17th of that same year. He was a member of the Officers' Reserve and rendered his first service at Camp Jackson, S. C., from which position he was moved to Camp Sevier, S. C.

A member of the 322nd Regiment, 81st Division (Stonewall) since its inception, August 31st, 1917, he was sent to France as an officer in the Intelligence Corps of that Division. Stationed in the Argonne, he died in enemy territory while under orders leading his patrol.

Dr. Johnston was a loyal son of the University, thinking first and always of her prosperity and her opportunities for service. He left to the University

Library, by his will, his collection of professional books and papers. He served Alma Mater while a member of the Faculty with zeal and devotion. Ever an earnest student and courteous gentleman, he is remembered as a type of the best of Carolina's sons.

Those of us who were associated in our work with Henry Johnston had the highest sort of regard for his scholarly attitude, intellectual keenness, professional enthusiasm, and unswerving devotion to principle. At the time of his enlistment he was engaged upon a series of studies by which he was hoping to establish some usable sort of scale by which to measure teaching

efficiency in the classroom. And yet, while he was one who found great and unceasing joy in his strictly professional labors, he was never too busy or too much engrossed in his own problems to respond with helpfulness and encouragement to calls for aid from any quarter. A loyal and devoted member of the teaching profession, he was a lover of men, and, in proof of that love, he paid the supreme price as a guarantee of freedom and right to generations yet unborn. The profession has lost a worthy and valuable comrade, the University a worthy and devoted son, and all of us a loyal, lovable, stimulating friend.

## THE OUTRAGEOUS ACTION OF A SCHOOL COMMITTEE

By M. C. S. NOBLE

The University of North Carolina

I HAVE often thought that it is a difficult matter to find the right kind of man to place on the school committee. The committee has so much power that it is always an experiment when you place a man on it. Sometimes I have thought that a bachelor, with no close kin but with some education and a great deal of business experience, is fine material out of which to make a good member of a school committee. I am almost of the opinion that one who actively seeks membership on the committee ought not to be appointed, because I cannot keep from believing that he wants to get on the committee just to grind an axe of some kind.

But all this is not directly concerned with the high-handed act of a school committee here in North Carolina which ought to be exposed and condemned.

A certain little North Carolina town was badly in need of a good man to take charge of its public school. It had never had a teacher of the force and power necessary to build up such a school as the people needed and desired.

By good luck they heard of a young teacher of experience, education, and gentle breeding. He was invited to the town and asked to take charge of the school. After careful investigation and conference with the committee and association with many of the leading citizens, he accepted the position and went to his work with the enthusiasm of a young teacher bent on following his profession to certain success. And he did succeed. The school was crowded in a few days, and for years it opened with an increased enrollment on the first day of each succeeding year.

The people were delighted and were proud of their school. The mothers and the fathers rejoiced at the fact that their children were no longer growing up in ignorance.

The young man at the head of the school was delighted too and was very proud of his success; he worked harder and harder each day to build up the best public school in North Carolina.

So well did he succeed, and so pleased were the patrons, that a special tax was allowed for the support of the school; and the citizens of the town went down into their pockets and liberally subscribed to a fund for the erection of a large and commodious school building of which the whole town was naturally very proud.

When a special tax is laid on anything for school purposes, you may be sure that the people are in earnest; and when the citizens subscribe money enough in a "lump sum" to build "a large and commodious" schoolhouse, the man at the head of their school, beyond all question, is *the* man of the town.

And this young man was in fact the man of the town. He was a general favorite, and deserved to be, for no teacher ever labored more faithfully than he.

He was a model citizen and a Christian gentleman. Many times during the absence of the minister he would take his place and hold layman's service for the congregation. The town was happy and felt like its educational future was sure and full of promise.

But the children of that town had always been allowed to do as they pleased; and this being so, you know what followed.

The young man at the head of the school had to resort to penalties of some kind to enforce discipline, and when penalties failed the offenders were dismissed from school. This was all right and proper until one day he had to discipline the child of a member of the committee. Think of that! He had disciplined other children before but now he disciplined the child of a committeeman. He had now put his